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ABSTRACT

The 16 chapters of this book explore, from a British perspective, a range of strategies, both institutional and individual, developed to foster an environment conducive to learning for university students. Section 1 concentrates on systems and structures to assist student learning while Section 2 offers applications at both the undergraduate and graduate levels. The individual chapters are: (1) "Assuring the Quality of Guidance and Learner Support in Higher Education" (Vivienne Rivis); (2) "Providing the Institutional Infrastructure To Support Flexible Learning" (Lyn Oates and Les Watson); (3) "Towards Total Quality Education: Policy and Implementation of the Students' Charter" (Michael Gregory); (4) "What Price Reflection?" (Robert Simpson and Tony Wailey); (5) "Student Guidance on Modular Schemes: The Need for Integrated Systems" (Jan Bamforth and John Goodfellow); (6) "The Unitized Wheel of Fortune" (Annette Wilson and Stephen Wilson); (7) "Use of the Study Support Service" (Keith Guest); (8) "Can You Teach an Old Dog New Tricks? Student Induction on an HND Extension Degree" (Clare Brindley and Peter Cuthbert); (9) "Supplemental Instruction: Helping Students To Help Each Other" (Deanna C. Martin and F. Kim Wilcox); (10) "Encouraging Students: Making the Passive Active at Nottingham Trent University" (Ian Solomonides and Malcolm Swannell); (11) "Using Scaffolding To Enable Student Learning: A New Zealand Computer Programming Experience" (John Waddick et al.); (12) "Designing a Computer-Based Learning Application in the Biological Sciences" (Erica J. Morris and Mike A. Tribe); (13) "Establishing Enabling Practices in Postgraduate Student Supervision" (Gina Wisker); (14) "Support for New Supervisors of Research Students" (Stephen J. Fallows); (15) "Enabling Student Learning Through Innovative Assessment" (Liz McDowell); and (16) "Using Practical Assessment To Support Student Learning: A Case Study" (Nick Sutcliffe). (Individual chapters contain references.) (DB)